DOCUMENT RESUME

ED 123 698 95 EA 007 576

AUTHOR	Piele, Philip; Wright, Darrell
TITLE	Community Participation in Planning. Educational Facilities Digest 7.
INSTITUTION	Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Jul 76
CONTRACT	OEC-0-8-080353-3514
NOTE	7p.
AVAILABLE FROM	Council of Educational Facility Planners, International, 29 West Woodruff Ave., Columbus, Ohio 43210 ($1.50)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; Boards of Education; Citizen Participation; *Community Involvement; Educational Objectives; Educational Specifications; Facility Planning; *Literature Reviews; School Closing; *School Community Relationship; *School Planning

ABSTRACT

School officials who fail to seek advice from the community when planning either a new building or a school closure not only risk public disfavor but also forfeit the benefits of citizen participation in the schools. Seventeen documents and journal articles from the ERIC system relating to a variety of circumstances and techniques for involving the community in school planning are annotated in this digest. (Author/MLF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED123698

JULY 1976

COMMUNITY PARTICIPATION IN PLANNING 7

EDUCATIONAL FACILITIES DIGEST

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Prepared by ERIC Clearinghouse on Educational Management
Published by Council of Educational Facility Planners, International

COMMUNITY PARTICIPATION IN PLANNING

By Philip Piele and Darrell Wright

School officials who fail to seek advice from the community when planning either a new building or a school closure not only risk public distavor but also forfeit the benefits of citizen participation in the schools. Community representation in the school facilities planning process helps to promote good public relations, establish effective communications between school and community, and develop ideas for a school that can reflect community values and promote community involvement.

Appropriate items for cooperative planning through citizen participation include the development of a philosophy of education, the detailing of educational specifications, and the selection of architectural designs. If an evaluation of an existing facility is indicated or remodeling or renovation is decided on, the use of citizens, parents, students, and staff can be effective in conducting the evaluation.

School-community cooperation is especially vital in creating public understanding when school closure is being considered. If a school closure is carried out improperly, the resulting disruption of social processes and psychological disturbances can cause immense ill will between school and community that can take years to subside. On the other hand, immediate involvement of the affected public when school closure is indicated can prevent community conflict and produce improved public relations for the school.

School closure provides a vehicle for the school district to become an agent for social change in the community. What happens to a neighborhood when a school closes may be as vital to community development as what occurs when a new school is constructed. The opportunities for change in social interaction and community action are many when a building can become the location for previously

EA 007 576

COMMUNITY PARTICIPATION IN PLANNING EA 007 576

unavailable events and activities. Planning the use of an empty building can be a means for developing communications between the school and the public.

A technique that illustrates a school-community planning process is the charrette. The charrette has been effectively used in facilities planning. Providing an open forum where many individuals can express their thoughts opens ways for wide community participation, and the decision-making process can become a cooperative working relationship between school and community.

Advisory Committees. The Best of ERIC Series, Number 6. Eugene, Oregon: ERIC Clearinghouse on Educational Management, University of Oregon, 1975. 5 pages. ED 099 954.

Documents and journal articles from the ERIC system relating to a variety of advisory committee functions are annotated. The range of topics includes strengths and weaknesses of advisory committees, advisory committee roles, citizen participation, community cooperation, and school-community relationships.

While the supply lasts, free copies are available from ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403. Also available from EDRS. MF $0.76 HC $1.58. Specify ED number.

Brown, Daniel L. "Total Client Involvement in School Design." *Phi Delta Kappan*, 56, 5 (January 1975), pp. 349-351. EJ 109 249.

The consolidation of three elementary attendance areas created a need for a new elementary school building. Using a team approach to planning, a study committee was formed to develop recommendations.

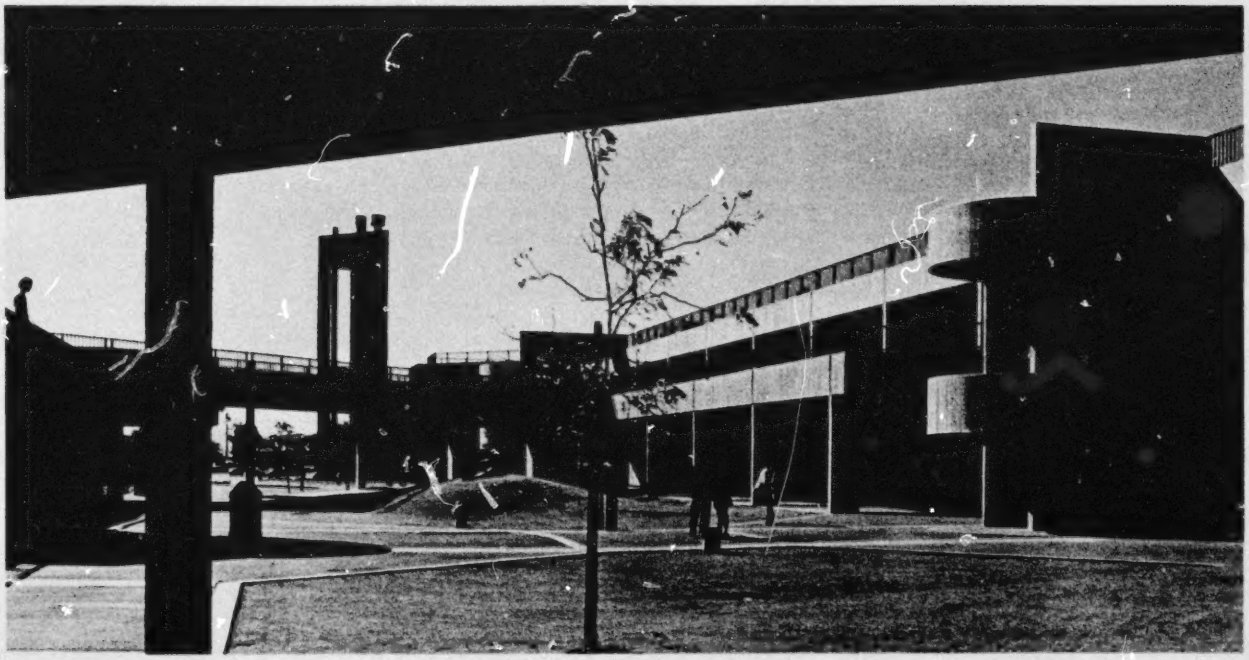
The emergence of discord was dealt with by forming a teacher-administrator committee—with members from each of the previously separate attendance areas—to develop educational specifications. The staff was then involved in promoting the bond issue, and committees made up of parents were formed to act as liaison between the planners and the community. The broad involvement of teachers, administrators, and parents led to cooperation, and each group began to feel possessive about the new school, which served as a unifying force.

Cousins, Norman. "The Layman As Ally in Education." *The School Counselor*, 21, 4 (March 1974), pp. 260-265. EJ 105 551.

A noted author and editor, Cousins presents a rationale and a format for involving the public in educational planning processes. While recognizing the typical apprehensions of professional educators toward citizen involvement, he insists that properly guided citizen involvement will reveal needed insight and give assistance to educators.

Cousins emphasizes resolving issues of educational pur-

Lincoln Park Elementary, Somerville, Mass. The Architects Collaborative; photo by Steve Rosenthal



College of Alameda (Calif.) The Perkins & Will Partnership and Stone, Marraccini & Patterson, Associate Architects; photo by Ernest Braun

pose before facing the substantive problems of facilities, taxes, and budgets. Support for the rationale is based on a case study relating his experience on a Connecticut governor's commission.

Cramer, Harold L., and **Wehking, Robert J.** *Charretting the Planning Process.* Chicago: Department of Facilities Planning, Chicago Board of Education, 1973. 25 pages. ED 084 681.

The charrette has been used successfully to gain community involvement in planning processes. The technique uses large numbers of people who are required to give undivided attention to a task within a limited amount of time. The charrette can be used effectively to identify common goals, write educational specifications, stimulate change, and resolve problems.

Presenting three case studies to illustrate charretting, the authors emphasize that this process must be clearly understood by participants. Then progress can be made through the succeeding steps: preplanning, selecting a steering committee, orienting and organizing the steering committee, defining goals, selecting participants, organizing the format, scheduling time, selecting meeting place, publicizing the charrette, holding the charrette, reporting results, and following up.

Order from EDRS. MF $0.76 HC $1.58. Specify ED number.

Cutler, Marilyn H. "They *Know* They Got the School They Wanted." *American School Board Journal,* 161, 2 (February 1974), pp. 47, 53. EJ 091 263.

This article describes a followup evaluation by the architects responsible for a building constructed with the direction and input of community and staff.

The evaluation asks questions such as, Are the classroom sizes adequate? Are acoustics adequate? Is the flooring appropriate? Are folding partitions operable? Are classroom groupings useful and easily managed? Finally, the most important question to be asked, Do the students like their school? Most answers seem affirmative.

Eisenberger, Katherine E. "Closing a School: Some Ways to Ease the Trauma." *School Management,* 18, 7 (August-September 1974), pp. 33-36. EJ 104 112.

Closing a facility, as opposed to building one, is an important school planning process. Eisenberger advises school administrators to realize that the public has no loyalty to the school district, but rather to a school. Further, school closings are not economic or financial issues but are "people issues."

Third, when parents fight a closure, it is due to the school being a primary source of personal-need fulfillment, especially for the mother. She may have built a reputation and identity around the school, with the result that its closure could signify the need to rebuild the process in another area of the person's influence.

The author explores faculty and administrative reactions to school closure, which are often negative because of the threat to jobs and other matters of personal security.

To ease closure problems, rational considerations should focus on community involvement. Suggested techniques include community polls, coffee hours, visitations to new areas, simulated experiences for those affected, and task

forces to assist in the transition.

A complete checklist for administrators is included.

"Getting the Community into School Design." *American School and University*, 44, 8 (April 1972), pp. 28, 32. EJ 055 834.

In this interview, architect Jules Gregory answers questions about the downtown, storefront office opened by an architectural firm hired to develop plans for a new school facility. To draw the whole community into the design process, the public was invited to drop in to share ideas and discuss the building plans. By this means the firm intended to attract wide community involvement, to function as a catalyst for community vitality, and to guarantee accurate perception of community needs. The results were satisfying, and the new facility reflected the community.

City politics and staff differences of philosophy were major problems, but the planning experiment was judged successful.

Harrison, Charles H. "Public Relations: How to Keep the Public Aware of Building Needs." *Nation's Schools*, 87, 6 (June 1971), p. 36. EJ 038 768.

Presenting a "how to" article on keeping the facility needs of the district in the public eye, Harrison advocates an ongoing publicity program, which begins before and continues after the bond issue election.

The use of a district newsletter is recommended, along with regularly timed releases to the public news media. During this process, parent and advisory committees should be actively involved in the information dissemination process.

A final point suggests that the issue of a child's education is so important that failure to adequately inform and instruct the public regarding needs and problems of the educational establishment must be eliminated.

Herman, Jerry J. "Communications: The Systems Are All Go." *Clearing House*, 46, 6 (February 1972), pp. 370-375. EJ 052 363.

This presentation, with the purpose of "selling budgets" as opposed to "presenting budgets," defines how one school district in New York State has developed an extensive and sophisticated system of school-community communications, the first and most important step in school-community planning.

The Lewiston-Porter school district begins school-community planning with attitude surveys, which reveal the "feeling level" of the residents, but not necessarily the information level pertaining to schools. When a feeling of inadequacy is identified, an action committee of professionals, students, and citizens is organized.

A second effort is a speakers' bureau, which does much to create dialogue with the community. A rumor clinic to help clear up misunderstanding is also established, along with booster groups and resident volunteers to bring community input into the educational system.

Citizen committee involvement occurs in superintendent's subcommittees and school board subcommittees, which serve in an ad hoc capacity as they are needed. A system of service awards recognizes those who assist the district in these efforts toward cooperative school-community planning. Other communications devices are listed in this veritable catalog of components of a school-community communications system.

Holt, James. "Involving the Users in School Planning." *School Review*, 82, 4 (August 1974), pp. 706-730. EJ 105 211.

Beginning with a rationale for cooperative planning of educational facilities and programs, Holt gives an overview of community-staff planning processes. School planning is suggested as a form of community planning and revitalization, when traditional views are discarded and futuristic views adopted. Holt discusses the strengths and pitfalls of community involvement. He defines the users of the school as everyone.

Planning techniques such as the charrette system, the Delphi technique, and mobilizing community feelings are discussed and recommended to generate an open forum and to create new and dynamic community-school relationships, which will enable the school to influence the total community.

Kennon, Paul A. "Exciting New School Is Economical, Too." *American School and University*, 47, 5 (January 1975), pp. 20-22. EJ 110 905.

A sense of community pride was fostered through wide involvement of educators, parents, patrons, and students in the initial planning stages of a community school. Intermediate grade students made an important and enthusiastic contribution. Planning sessions from 7:30 a.m. to midnight over a five-day period permitted wide participation and the presentation of a variety of ideas.

Planning processes with the students utilized brainstorming, sketching, and gaming to produce ideas and concepts that included a tunnel, bright colors, air conditioning, and carpeting.

The school is characterized by openness, through the use of a concourse that never closes. The community role in planning is described as innovative and of educational significance.

Lewis, Edmund. "Building a Bridge. The Board/Community Relationship." *California School Boards*, 34, 3 (March 1975), pp. 19-20. EJ 112 471.

Lewis views the school board as a metaphorical bridge between the school and community, and if the board is to be effective in this role, it must meet two obligations. First, a school board must have a set of written *policies* for school-community relations. Second, it must have a written *program* describing the efforts to develop and maintain good board-community relations.

Lewis offers guidelines for the contents of these two important written school board documents.

Ringers, Joseph, Jr. "Interagency Cooperation Will Build Tomorrow's Schools." *American School and University*, 45, 7 (March 1973), pp. 32, 35-36, 38, 40, 42. EJ 073 994.

In an effort to increase the use of school facilities, many communities have begun to involve other agencies such as

recreation districts and continuation adult school programs. Arlington, Virginia, carried this process one step further by collaborating with the local recreation district in the planning and construction of school facilities designed to fulfill an educational function and to become recreational and community centers as well.

Interesting observations made during this effort are that both entities must be willing to cooperate, that the two agencies can and do involve more members of the public, and that the cooperative planning brought the governing bodies of both entities closer together.

The article details the process of interagency planning.

Stamps, B. J. "Dallas Skyline Center from Conception to Reality." *NASSP Bulletin*, 57, 371 (March 1973), pp. 82-88. EJ 073 821.

Stamps describes the use of advisory committees as liaison between school and community during planning and operational phases of a school facility in Dallas, Texas. The superintendent asked trade associations, the Chamber of Commerce, service clubs, and professional associations to submit program ideas for a new school. Successful community involvement developed from advisory boards, program cluster advisory committees, and industrial cooperation to prepare advisory committee members.

Sanoff, Henry, and **Barbour, George.** "An Alternative Strategy for Planning an Alternative School." *School Review*, 82, 4 (August 1974), pp. 731-748. EJ 105 212.

Contemplating an alternative school in a conservative community, a school district established parent and student involvement to gain wider participation in planning and acceptance of new ideas. A parent-child coalition was formed to develop an alternative educational program and to specify the physical space needed.

Using the charrette planning process, a professional team met first with children to use the "wish poem," "rating scale," school drawing, and role-play techniques to elicit expectations about school buildings and programs. The resulting information was taken to adult groups for further discussion and planning.

"What Should the Role of the Community Be in Planning and Developing a New School?" *School Management*, 17, 4 (April 1973), pp. 40-42. EJ 074 035.

In planning to rebuild Los Angeles High School, destroyed by a 1971 earthquake, citizen involvement was gained by forming a school-community advisory committee. The initial goal to investigate, review, and recommend program and building innovations was accomplished by a committee of 60, including many minority people.

One strong recommendation directed that equal opportunity employment be enforced during planning and construction phases of the project.

Wiles, David K. "Community Participation Demands and Local School Response in the Urban Environment." *Education and Urban Society*, 6, 4 (August 1974), pp. 451-468. EJ 105 115.

Wiles reaches three conclusions from a study that explored the possible options of educational governance at the local school level under existing conditions. First, local schools are closed systems of professional decision-making. The schools studied represented only those in which conflict or uncertainties in policy-making were identified. Of the 187 schools studied, the vast majority attempted to maintain closed systems of professional policy-making. One hundred and sixty-nine schools relied exclusively on policy determination by the administration, either alone or in coalition with the teachers, to guarantee that school policy remained in the professional domain.

Second, the concept of local school-community participation has three different operational forces. In the majority of cases, participation was allowed primarily as a means to legitimize existing professional policy. If the citizens were antagonistic but not in control, participation was seen as outside attacks to be guarded against by any means possible. In this form, the professionals attempted to ignore or resist lay involvement or to adopt it to the least degree possible. Another form of citizen participation creates a political alliance for the principal to counteract the existing institutional structure and authority.

Third, a true administrative balance of institutional governance demands and socioemotional needs of the community in conflict is not possible. The article suggests that a laissez-faire approach and formation of an alliance with the community and students are two options administrators may take.

HOW TO ORDER ERIC REPORTS

Copies of journal articles (identified by EJ numbers) are not available from the ERIC Document Reproduction Service (EDRS) or from the Clearinghouse. Copies of ERIC documents (identified by ED numbers) may be ordered from EDRS in either microfiche (MF) or hard copy (HC). Do not order documents from this Clearinghouse unless so specified. When copies may be obtained from other sources, ordering information is given in the individual entry.

When ordering from EDRS, please include the ED numbers of documents requested. All orders must be in writing, and payment must accompany orders of less than $10.

Postage must be added to the cost of all orders. Weights for determining the amount of postage are as follows: 96 pages = 1 microfiche, 35 microfiche = 1 pound, and 100 hard copy pages = 1 pound. Book rate costs $0.20 for first pound, $0.09 per additional ½ pound or part thereof. First class or air mail postage is available at additional cost.

Address requests to EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

OTHER TITLES IN THIS SERIES

1. Enrollment Forecasting
2. Evaluating the Existing School Plant
3. Computerized Planning Methods
4. Fiscal Planning for School Construction
5. Life-Cycle Costing
6. Educational Specifications
7. Community Participation in Planning

The Educational Resources Information Center (ERIC) is a national information system operated by the National Institute of Education. ERIC serves educators by disseminating research results and other resource information that can be used in developing more effective educational programs. The ERIC Clearinghouse on Educational Management, one of several such units in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins. Research reports are announced in *Resources in Education (RIE)*, available in many libraries and by subscription for $42.70 a year from the United States Government Printing Office, Washington, D.C. 20402. Journal articles are announced in *Current Index to Journals in Education. CIJE* is also available in many libraries and can be ordered for $50 a year from Macmillan Information, 216R Brown Street, Riverside, New Jersey 08075. Besides processing documents and journal articles, the Clearinghouse prepares bibliographies, literature reviews, monographs, and other interpretive research studies on topics in its educational area.

This publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Council of Educational Facility Planners, International, for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Council of Educational Facility Planners, International, or the National Institute of Education.

EA 007 576

prepared by
ERIC Clearinghouse on Educational Management
University of Oregon
Eugene, Oregon 97403

published by
Council of Educational Facility Planners, International
29 West Woodruff Avenue
Columbus, Ohio 43210